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MONTANA GUIDANCE NEWS AND VIEWS

April, 1969

State of Montana
Office of the Superintendent
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DON PETERS ELECTED PRESIDENT ELECT OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION

Montana has been distinctly honored in the election of a Montana counselor as president of the American School Counselor Association. The new President-Elect is Donald L. Peters, Head Counselor of Lewis and Clark Junior High School in Billings.

Most of his college level training was in Montana, obtaining degrees from Montana State University at Bozeman.

Don was employed as a school counselor at Roundup and for the past 13 years served as a counselor at Lewis and Clark Junior High and Billings West High School.

Presently, he is on the Governing Board of ASCA and provides liaison between the Board and the ASCA Publications Committee. His prime activity this year has been the coordinating and writing of a revised national publications program for ASCA. His election will terminate his position as member-at-large this May, at which time he will serve as President-Elect one year, then as President, and the third year as Past-President -- a voting member of the Board for all three years. During his year as President, it is estimated he will travel about 100,000 miles representing counselors. Up to half of his time will be spent serving the association.

The Nominations Committee chaired by Dr. Eldon Ruff of Indiana University selected Glenn Fear (Past State President of Iowa PGA), Ted Harries (Past President of Western New York PGA), and Don as candidates. Balloting of the fifteen thousand ASCA members was by mail.

Don would appreciate your suggestions as to how ASCA may best serve the membership.

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FOUR ELEMENTARY GUIDANCE WORKSHOPS SCHEDULED

The State Superintendent of Public Instruction, recognizing the value of guidance programs in elementary schools and the need for future program development, has planned a series of elementary school guidance workshops to be held as follows:

Kalispell, Flathead Valley Community College	- April 22
Butte, Holiday Inn	- April 29
Miles City, Miles Community College	- April 30
Wolf Point, Northside Elementary School	- May 1

Teachers, counselors, administrators, county superintendents, school board members and other interested persons are invited to attend. Those attending will have an opportunity to contribute ideas for development of prospective guidelines for elementary counseling and guidance programs. In addition, ample time will be provided for visiting formally and informally with the guidance consultants.

These workshops, and particularly the development of guidelines for elementary guidance programs, are supported by the M.D.E.S.P.

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MPGA STATE MEETING DATES SET

The state meeting of the Montana Personnel and Guidance Association will be held at Chico Hot Springs on April 24, 25 and 26, during High School Week.

Information regarding the program will be distributed to the membership via the MPGA Guidance Newsletter.

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MONTANANS ON APGA CONVENTION PROGRAM

Mr. and Mrs. Donald Gatzke of Missoula and Jim Fitzpatrick, Helena, will address a session at the APGA Convention. The Gatzkes will discuss the results of a follow-up study they recently conducted in schools having high Indian populations. Fitzpatrick's presentation will be based on inovative guidance practices on Montana Indian reservations.

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APGA SENATORS WILL REPRESENT MONTANA AT APGA CONVENTION

William McClaren, President of the Montana Personnel and Guidance Association, reports that he and Carole Brown, M.P.G.A. Secretary, will represent the association at the APGA Convention Senate.

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MONTANA LIAISON REPRESENTATIVES TO THE COUNSELING AND PERSONNEL SERVICES CENTER HOLD MEETING

Dr. Jim Lee, representing the Counseling and Personnel Services Information Center, University of Michigan, Ann Arbor, was the featured speaker and consultant at a CAPS meeting held at Eastern Montana College, Billings on March 18 and 19.

He also addressed the regular meeting of the Yellowstone Valley Personnel and Guidance Association.

The following is a summary of Dr. Lee's address:

"CAPS is one of the 19 Educational Resources Information Center (ERIC). The ERIC program was initiated by the U.S. Office of Education to provide additional support for the educational knowledge utilization system. ERIC consists of a number of specialized Educational Information Analysis Centers with leadership coming from the ERIC central office which is located in the Bureau of Research, U.S. Office of Education.

"As a center, CAPS focuses on the acquisition, analysis and dissemination of knowledge relevant to the work of personnel workers at all levels and in all settings. Included in this definition of personnel work are such professional specialists as college student personnel work, school psychology, school social work, elementary and secondary school counseling, school health work, school psychiatry, employment counseling and personnel work research. Since it is an aim of CAPS to provide personnel workers with new sources and varieties of knowledge, the outreach efforts of the center to acquire informational resources extends beyond the personnel work literature to include all of the behavioral sciences and a judicious selection of related materials from the sciences and humanities. Most of the materials processed by the ERIC system are unpublished and, therefore, not generally available to promote the efficient acquisition of personnel work resources. CAPS has undertaken to develop working relationships with a wide range of people, professional groups and associations related to personnel work."

The Montana Liaison Representatives to CAPS decided to identify research relating to the pupil personnel services area and to submit identified materials to Jim Fitzpatrick, Director, Guidance Services, Office of the State Superintendent of Public Instruction, Helena, Montana 59601. A bibliography of these materials with a brief annotation will be included either in the Guidance News and Views publication or as a separate publication and will be distributed to persons presently on the mailing list. In addition, a copy of these materials will be forwarded to the CAPS center.

For each issue of the Guidance News and Views, Dr. Lee will submit relevant and current research pertaining to the field of pupil personnel services. Please review future publications of the newsletter for this information.

Members of the Montana Liaison Representatives are as follows: Ralph Kneeland, Western Montana College; Dr. William Stoner, University of Montana; Roy Williams, Eastern Montana College; Dr. Robert Kaftan, Northern Montana College; Mrs. Josephine Self, Eastern Montana College; Jim Fitzpatrick, Office of the Superintendent of Public Instruction; Dr. Robert Gorman, University of Montana; Robert Miller, Helena; Gary Hall, Billings West High School; Dr. Robert Thibeault, Montana State University; Dr. Gordon Simpson, Montana State University; Benedict Surwill, Eastern Montana College; Dr. Denton Nebeker, Western Montana College; Gus Stolz, Montana Tech; Dr. George R. Bandy, Northern Montana College; Dr. Francis Rummel, University of Montana; Robert Donaldson, Vocational Rehabilitation, Helena; Robert C. Roberts, Missoula.

If you should have questions not answered in the previous summary, contact Jim Fitzpatrick, CAPS Liaison Coordinator, or one of the CAPS representatives in your area.

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COUNSELOR'S GUIDE TO MANPOWER INFORMATION AVAILABLE

The Counselor's Guide to Manpower Information, Bulletin Number 1598, is available for $1.00 from the U.S. Department of Labor, Bureau of Labor Statistics, 911 Walnut Street, Kansas City, Missouri 64106.

This new 101-page annotated bibliography of government publications is a must for counselors and others interested in manpower information. In an ever growing and changing society, the task of making sound vocational and educational decisions is a challenge. To meet the challenge, counselors must be informed on the major aspects of the nation's manpower trends. For example, they should be familiar with the changing job content of occupations; those occupations with excess workers and those with worker shortages; the new occupations resulting from technological change; and those with growing or shrinking employment opportunities.

The veritable storehouse of occupational and other manpower materials published by both federal and state government agencies can help counselors and counselees achieve the most effective vocational and educational decisions. Many of the publications listed in the Guide are available free of charge; the others may be purchased.

For ease of finding publications pertaining to a specific subject, the Guide is divided into four basic sections: occupational and industry manpower literature; education, financial assistance, and placement information; manpower problems and issues; and special groups in the labor force. Introductions to each section identify the subject area and associated manpower problems. Where applicable, the section introductions describe governmental policies and programs related to them. Each section is divided into several sub-sections which focus on a specific subject. Annotated listings are presented on each subject in alphabetical order. The Guide also includes a section on basic statistics, available from government sources, that can be particularly useful to counselors; and a section of directories, catalogs, and bibliographies. Appendixes include helpful hints to counselors on how and where to order government publications.

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SOUTHWEST MPGA MEMBERS PLAN MEETING FOR APRIL 11

Bob Emerson, Butte High School Counselor and Chairman of the Southwest MPGA Counselor Group, announced that a meeting is scheduled for April 11, 1969 at the Holiday Inn beginning at 1:30 p.m. The meeting will be preceded by a luncheon at 11:30 a.m.

Additional information pertaining to the meeting will be sent to all counselors in the area by Mr. Emerson.

LIMITED TIME: A PROBLEM FOR GUIDANCE AND COUNSELING

by Earl Tracy
School Counselor, Thompson Falls High School

The most effective use of time for guidance and counseling is always a problem, and in smaller school systems where the counselor must assume other administrative or teaching duties this problem is compounded. How does the part-time counselor reach all the students?

If your student personal data blank is what it should be, it is almost self-explanatory and will be a minimum imposition on any classroom teacher. By having this basic information completed in collective classes rather than individually, much counseling time is saved and comparatively little teaching time is lost. Relatively speaking, the preliminaries have been taken care of and the counselor is prepared to deal with the problem at hand, whatever it may be.

A one-semester freshman orientation class can be of great help to any counseling program, part-time or otherwise. Its purpose is to make the freshmen aware of, and receptive to, the differences between student life at the junior high school and the senior high school levels. The history and theory of education in the American democracy is traced, giving the reasons why our system of education is as we have it today. Successful high school study habits are discussed. Individual aptitudes and preferences, as revealed through appropriate tests, are discussed. And finally each student is required to select some potential vocational choice and to do guided and scholarly research on that choice.

Guidance and counseling on a time budget can be effective with proper planning and cooperation.

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BERNARD WENGER REPORTS ON THE ELEMENTARY COUNSELING AND GUIDANCE PROGRAM IN THE COLUMBIA FALLS ELEMENTARY SCHOOLS

Bernard Wenger, who has been employed as an elementary school counselor in the Columbia Falls Elementary School, reported recently on his counselor role. He concurs that the role of the elementary school counselor involves counseling, consultation and coordination, the role fostered by the ASCA ACES committee about four years ago. In addition, he feels that the elementary school counselor must use his training to assist school personnel and the parent in identifying problems and finding ways to handle them both in the home and in the classroom.

Among the inovative practices conducted by Mr. Wenger is the utilization of group procedures in helping students with pre-vocational planning. He is presently formulating group activities for grades 1 through 5.

EXPENDITURES FOR PUPIL PERSONNEL SERVICES

Excerpts from A Research Project of the Interprofessional Research Commission on Pupil Personnel Services

by

John R. Gaskins

This study was concerned with expenditures for pupil personnel services (attendance personnel, counselors, health personnel, psychologists, social workers, speech and hearing specialists). Financial information for the 1965-66 school year was solicited from 227 school systems sampled from systems having a director of pupil personnel services responsible for at least three, typically five, of the aforementioned services. Of the 116 usable returns 107 were essentially complete. Many other systems indicated that they did not participate because the financial breakdowns requested were not available. Although in a majority of participating districts the director of pupil services was also responsible for special education, budget related to special education instruction was not included in this study.

Significantly more money per pupil was being spent for guidance, $12.77, than for any other (pupil personnel) service. Health service expenditures ranked second, $4.13. There were no significant differences in amounts being spent for psychology, $2.47; speech and hearing, $2.41; and social work, $2.13. Significantly less was spent for attendance, $1.08. The average total expenditure was roughly $25, with a range of from $7 - $55.

The mean expenditure for pupil personnel services comprised 4.2 percent of the total operational budget as compared with the 5 percent to 8 percent allocation frequently recommended.

A significant positive relationship was found between the per pupil wealth of the school district and expenditures for pupil personnel services. There seem to be many factors other than district wealth which account for the wide variations in expenditures among districts. (These were not identified.)

Data indicate that school districts with more than 20,000 pupils spend less per pupil than smaller districts. More money was being spent for guidance, health services, and psychology in the smaller districts. Only social work was more common in the larger districts.

Administrative and supervisory control of pupil personnel services is located predominantly with the pupil personnel departments, but the departments typically have less control over expenditures for services within their jurisdictions.

A more detailed report including comparison of present services with a model has been sent gratis to all known directors of pupil personnel services. Additional copies are available from IRCOPPS for $1.00 each, at Eldorado Towers, 11215 Oak Leaf Lane, Suite 111, Silver Spring, Maryland 20901.

Taken from the Washington Guidance Newsletter, February, 1969.

EXISTENTIAL COUNSELING IN THE SCHOOLS

by Gerald J. Pine
Associate Professor of Education
University of New Hampshire, Durham

Existentialism has been a powerful and catalytic philosophical force in the great social movements and changes of our time. It has also significantly influenced the practice of counseling and psychotherapy. The purpose of this article is to identify and discuss some of the vital and key ideas of the existentialist philosophers as these may be represented in the practice of school counseling.

Common Principles

Although existentialism as a philosophical movement embraces a wide variety of different positions, several common and fundamental presuppositions can be identified. Sartre (1947) states that the common and basic presupposition found in all types of existentialism is expressed in the statement, "Existence precedes essence."

Man exists first and then defines himself; man is nothing but what he makes himself. Existentialism's first move is to make every man aware of what he is and to make the full responsibility of his existence rest on him. Flowing from this first principle of existentialism are the following basic tenets which Beck (1963) indicates are those of virtually all the leading existentialist writers:

1. Man exists in a world of choices. Determinism is the basic fabric of the physical universe, but not of man.
2. Man defines himself through the choices he makes and the actions he takes. Thought without action is insignificant. Actions taken define man's essence. Man is what he does.
3. Man must rely on himself and upon his fellow creatures to adjust to an adamant universe or perish.
4. Values are names given or terms of praise or dissatisfaction that man assigns to events, things, or ideas which aid or hinder him in existing.
5. Man's physical existence is all he can know. This does not give him license, but rather casts upon him responsibility to be what his potential indicates to him.
6. Man's relationship to others must be that of self-realization for all and creature comfort (empathy and sympathy) in living out the life-span confronting us all.
7. Loneliness is accepted as a fact of life. Longing is an attribute of man. Both can give rise to noble efforts to resist despair or can lead to forelornness. Man chooses.

Essential Concepts in Counseling

Frankl (1955), Maslow (1962), May (1951), Rogers (1951, 1962), and Van Kaam (1966) are perhaps the most noted advocates and practitioners of existentialist approaches to counseling and psychotherapy which reflect these common principles. Their writings include several common concepts that are of relevance to the practice of counseling in the schools and that have been translated into operation by some school counselors.

The purposes of existential counseling in the schools are to (a) foster freedom within the pupil, (b) improve his encounter with others, and (c) assist the pupil in discovering meaning for his existence (Vaughan, 1965). The latter purpose is particularly relevant to contemporary youth in our changing society. Students are deeply concerned with the meaning of their existence as expressed in their introspective queries - Who am I? Where am I going? What is the meaning of my life? The answers to these questions can be discovered by the student in a facilitative helping relationship with an existential school counselor.

The existential school counselor views counseling as a "person-in-person" relationship, an encounter in which the counselor sees as the client sees, feels as he feels, experiences as he experiences - in a sense almost becomes the client. The world of each pupil is unique, and entrance into that world is gained by an emotional commitment, the kind of commitment in which the counselor risks himself as a person. Investing himself fully and freely in the relationship and viewing each pupil as a special person the counselor, as far as he can, enters into the pupil's world of reality and participates with him in this world. Knowing the client as a person becomes more important than knowing about him. This requires counselor movement away from an external objective perspective, as represented by test data and the information usually found in a cumulative record, to an internal, subjective, and personal experience with the client.

However, although the test scores and cumulative record information represent data external to the individual and provide a perception of the client based on externally established norms and standards, their use in counseling is not absolutely incompatible with an existential approach. Such data can be employed in a way consistent with existential principles if they are used by the pupil in evaluating himself with clarity and meaning.

Existential counseling operates on the principle that the pupil is responsible for himself and must remain so. As soon as the counselor steps in and structures the relationship toward counselor choice he infringes upon the freedom and commitment of the pupil and negates the existential character of counseling. To the degree that the counselor directs the pupil, gives him advice, and fosters a dependency relationship, to that degree does the counselor diminish the pupil as a person. The movement toward free and fully functioning behavior on the part of the pupil is only facilitated in an enabling relationship characterized by complete acceptance of the pupil as he is and a deep belief in the strength and potentiality of the pupil for growth. The more the counselor relies on the potentiality of the pupil and his capacity for choosing, the more he discovers that potentiality and capacity. To the degree that the counselor focuses on the pupil and enables him to become a self-determining, freely and fully functioning person, to that degree does the counselor ennoble man.

In the existential counseling relationship the pupil is allowed to be so that he may become. This means giving the pupil the opportunity of holding and expressing his meanings without ridicule, attack, or moralization -- giving him the right to see things his way. Counseling provides an atmosphere of safety. The client is not required to defend himself. The young person who is free to be unique, to be different,

and to hold his values is free to look at himself and at life openly and without fear. The young person whose values and life style are continually under attack is too busy defending himself to change. When a youth can openly be what he is then he is free to change.

An especially important dimension of existential counseling is the ability of the counselor to listen in a non-evaluative way. The existential counselor listens by merging himself with the pupil's flow of experience so that he is in complete cognitive and emotional contact with the client. He is keenly sensitive to the complementary combination of verbal and non-verbal and cognitive and affective codes of communication. The existential counselor responds to the non-verbal and subtle cues conveyed through tone of voice, posture, bodily movement, a way of breathing, expression of the eyes -- the subterranean signals that constitute the subliminal language of counseling. Such communicative sensitivity enables the counselor to experience his client directly, to empathize with him.

For the existential school counselor, counseling is a unique relationship in which he concerns himself not with problems and solutions but with communion. The counselor who concentrates on the pupil's problems is not necessarily concentrating on the pupil. Too many counselors work with problems and not with people. To focus in on a problem is to attend to a fragment -- and counseling from an existential point of view is not concerned with fragments. Problems, needs, and feelings need to be considered in terms of the total person, the student as a being, continually involved in the process of becoming. The pupil can only come to grips with the meaning of his existence and move in the direction of becoming more fully functioning when he feels the counselor's primary concern is with him and not with his problem. This means communicating to the student that his needs and concerns are important, that his feelings and experiences are of value and relevance. The counselor, in effect, says, "It is you who are important; it is your experience that counts; it is your being that is significant; it is your internal advice that is relevant." It means communicating to the student the feeling that he can trust his own being and draw from it to discover new meanings and to guide his behavior. The student begins to feel that the most meaningful learning is the learning that comes from within, that out of his perceptions, his experiences, and his visceral and internal state emerge the best possible answers and behavior for him.

Existential school counseling is not a mystical experience but a very human relationship characterized by human understanding of human existence. Although as a human experience counseling is subject to frailities and limitations of human finiteness it is also remarkably resilient. Because it is a human encounter mistakes and errors can be made, and yet the relationship can and usually does continue. Counselor and student can break communication but they can also restore it and in the process develop a deeper understanding of each other.

The counselor's role as a counselor and the pupil's role as a client are transcended by their roles as human beings. Each must respond and resonate to each other with the essence of his own humanness. They must be prepared to expose themselves -- their strengths, liabilities, joys, sorrows, feelings, values. To be resonant to another, a person must be resonably free from the influence of his own perception-distorting needs

and anxieties. Being a counselor requires an existential honesty with oneself and with others. The counselor must be what he is; he cannot deny himself, and it is important that he know himself. The counselor's humanness inevitably shows through in the relationship and therefore he must daily become more sensitive and aware of his life style and values. By involving himself in the process of introspection so that he can become more aware of the influencing aspects of his personality and how they affect his counseling function, the counselor will be able to sense and to respond to the unique potentialities in those counselees who differ from him in behavior and values.

By transcending his professional role and becoming more human and real the counselor can assist the student to recognize and utilize his human potentialities, to become more aware of his idiosyncratic human qualities and the uniqueness of his own existence. Counseling has no room for facades. Pupils do not reveal themselves to counselors who play a role, who operate from behind a professional front. When the counselor is openly being the feelings and attitudes flowing in him, when he is genuine, then he facilitates personal revelation and growth in the counselee. Such genuineness on the part of the counselor does not mean impulsively blurting out every passing and fleeting thought but rather recognizing his persistent feelings and thoughts and living what he experiences. Existential counseling asks the counselor to be human and real, to look at himself honestly, and to remove the barriers inside him that inhibit congruence and genuineness.

The existential counselor believes that each person has dignity -- intrinsic value -- because he exists and because he is a free being who defines his essence through the choices he makes and the actions he takes. Existential counseling offers a challenge to the counselor to implement fully his belief in the dignity of man and his deep respect for the individual. The counselor who really believes in the dignity of each pupil will, in his actions, epitomize respect for the individual. Respect for the individual means respecting his individuality, his complexity, his uniqueness, his capacity for making choices, his humanness, his right to govern his own life and to select his own values, and his idiosyncratic potential. Respect is not based on any extrinsic value; the value of the student is not determined by what he has done, what test scores he has achieved, what he has said, what clothes he wears, where he lives, how he speaks, what grades he has achieved, or how he relates to people. His value stems from his existence, his freedom to choose, and his capacity to become and to carve out his own life.

The emphasis on freedom with accountability and the focus on man as the creator of his culture and the master of his destiny make existentialism an attractive and dynamic philosophical force in counseling. Its promise for school counseling is now being explored more fully and translated into the reality of the school. Because of its promise for the development of new and relevant approaches in counseling youth, existentialism deserves the careful scrutiny and consideration of those who counsel.

ARE YOU FAMILIAR WITH THESE MATERIALS?

A Developmental Approach, Edited by Herman J. Peters and Gail F. Farwell. Rand McNally and Company, The College Department, Box 7600, Chicago, Illinois 60680.

Administration of Guidance Services, Edited by Raymond Hatch and Buford Stefflre. Prentice-Hall, Englewood Cliffs, New Jersey 07632.

Behavior Change Through Guidance, Edited by Henry Weitz. John Wiley and Sons, Inc., 605 Third Avenue, New York, New York 10016.

Beyond Counseling and Therapy, Edited by Robert R. Carkhuff and Bernard G. Berenson. Holt, Rinehart and Winston, 383 Madison Avenue, New York, New York 10017.

Building A School Testing Program, Edited by Robert H. Bauernerfeind. Houghton-Mifflin Company, 1900 South Batavia Avenue, Geneva, Illinois 60134.

Child Psychology and Development, Edited by Louis P. Thorpe. The Ronald Press Company, 79 Madison Avenue, New York, New York 10016.

Client-Centered Counseling in the Secondary School, Edited by Angelo V. Boy and Gerald J. Pine. Houghton-Mifflin Company, 53 West 43rd Street, New York, New York 10036.

Counseling and Guidance: A Summary View, Edited by James F. Adams. The Macmillan Company, 886 Third Avenue, New York, New York 10036.

Counseling and Learning Through Small Group Discussion, Edited by Dr. Helen I. Driver. Monona Publications, P.O. Box 322, Madison, Wisconsin 53704.

Counseling and Psychotherapy: An Overview, Edited by Dugald S. Arbuckle. McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10000.

Counseling: Philosophy, Theory and Practice, Edited by Dugald S. Arbuckle. Allyn and Bacon, Inc., Department C1, 150 Tremont Street, Boston, Massachusetts 02111.

Cost of Secondary School Guidance Services, Edited by Ray Warner. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Developmental Counseling, Edited by Donald H. Blocher. The Ronald Press Company, 79 Madison Avenue, New York, New York 10016.

Elementary School Counselor: Preparation and Functions, The, Center for Educational Research and Service, Ohio University, Athens, Ohio 45701.

Emotional Disturbance and School Learning, Edited by Donald H. Clark and Gerald S. Lesser. Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.